LIS Education Task Force (Action Item 5.1)
Interim Report to the LC Cataloging Directorate
August 2002

Lead Person: Beth Picknally Camden (University of Virginia), Chair, CCS
Committee on Education, Training and Recruitment for Cataloging (CETRC)

Membership: C. Olivia Frost (University of Michigan); Allyson Carlyle (University
of Washington); Andrea Stamm (Northwestern University), member, CCS CETRC;
Helena M. VanDeroef (Lucent Technologies); Diane Baden (NELINET), member,
ALCTS Education; Judith Cannon (Library of Congress), LC Technical Processing &
Automation Instruction Office; Linda Stubbs (Library of Congress; LC Catalog
Management Team liaison).

Principal Investigator: Ingrid Hsieh-Yee (Catholic University of America SLIS)

Background/History of the Committee

The ALCTS/ALISE LIS Education Task Force (Action Item 5.1) was convened by the
ALCTS Task Force on the LC Action Plan in February 2002.   During the spring 2002,
Principle Investigator Ingrid Hsieh-Yee prepared a draft proposal, which was presented to
the LIS Task Force on May 24. Since that time, the Task Force has been discussing, via
electronic mail and at an informal meeting at ALA annual, issues raised by the draft
proposal.

Issues under discussion

1) *Competencies:*   One area of the charge, which was not fully addressed in the draft
proposal, was core competencies.   Technical competencies in cataloging and metadata
were well covered. The non-technical competencies, including leadership, managerial
and analytical skills, still need to be addressed. The Task Force has looked at the list
included in the recommendations Topical Discussion Group 2
(http://lcweb.loc.gov/catdir/bibcontrol/TDG_2.pdf), as well as those included in the
Knowledge and Skills appendix of the ALCTS Education Policy Statement
(http://www.ala.org/alcts/publications/educ/edpolicy.html).   We strongly recommend the
incorporation of these competencies, including problem-solving and prioritizing, into the
cataloging and metadata curriculum, through appropriate learning activities and projects.
While many of these competencies can and should be incorporated in other parts of the
LIS curriculum, these skills must also be recognized as important in cataloging contexts.

2) *Acceptance of the proposal in the schools:*
The model curriculum, as currently presented in the draft proposal, may be unacceptable to some of the LIS schools.   The addition of new courses, at a time when some schools are paring down, may not be possible.   There is also some concern about the additional workload on existing professors.   The Task Force has discussed changing the structure of the proposal, so that the focus is more on the course objectives and/or competencies, and the model curriculum is presented as an example of how a school might offer these courses.

Timetable
The remaining activities of the task force are listed in the following table:

Activity	Who	Finish
Finalize proposal	Ingrid Hsieh-Yee	October 2002
Enhance proposal with recommendations to operationalize; submit for first review	LIS Education Task Force, to ALCTS TF on LC Action Plan	November 2002
Approve proposal	TF on LC Action Plan	December 1 2002
Submit program proposal	LIS Education Task Force, to ALCTS Board and LC Cataloging Directorate	Before ALA Midwinter '03
Approve proposal	ALCTS Board and LC Cataloging Directorate	At ALA Midwinter 2003
Discharge jt. task force &PI	TF on LC Action Plan	After ALA Midwinter 2003
Secure funding; appoint implementation group	ALCTS TF on LC Action Plan	February-March 2003

Conclusion

The Task Force has made major progress, thanks to the successful completion of the draft proposal by the principal investigator.   We anticipate completing our charge as scheduled, without major slippage in our timetable.